Exploring Self-Sabotage among School Teachers: An Interventional Approach to Enhance Professional Development and Well-Being

Synopsis

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Submitted by

NISHI YADAV

Under the Supervision of

Dr. Preeti Manani
Co-Supervisor
Assistant Professor
Dept. of Education & Elementary Education
Mata Sundri College for Women
Delhi University, Delhi

Prof. N.P.S. Chandel
Supervisor

Department of Foundations of Education, Faculty of Education
Dayalbagh Educational Institute (Deemed to be University)
Dayalbagh, Agra - 282 005

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1.0. INTRODUCTION

Quality education is one of the fundamental components of the United Nations' sustainable development goals that the National Education Policy (2020) aspires to achieve in the year 2030. It aims to ensure inclusive and equitable quality education for all. The quality of teachers determines the quality of education. (Jan, Hafsah 2017). Teachers are the heart of the education system. (NEP, 2020). They give knowledge, guidance, and inspiration; show the right direction to the students; and help them to create their future. (Jwair and Dosari, 2023) and also play an important role in building the character of the students. (Larasati et al., 2019). With rapid development in many countries, including India, the role and functioning of schools are changing, and the role of the teacher is also evolving. (Kurt, Ibrahim, 2015 and Devi, Sunita, 2017).

No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. School teachers and head teachers often face unique challenges such as large class sizes, limited resources, and non-academic work such as election duties, daily midday meal duties and reports, various registers to maintain and paperwork to do; attendance registers, monthly school certificates, UDISE forms, admission forms, cash books, etc. (Kaur, Jasleen, 2021). These factors can contribute to higher levels of stress and workload among school teachers and hinder the quality of instructions provided by the schools (Jerrim & Sims, 2019), compared to those teaching in colleges.

With the changing nature and needs of society, students have to deal with so many things to fulfil the demands and needs of society and to prove themselves at a global level. It cannot be done by neglecting 21st-century skills. It is suggested in the National Education Policy (2020) that for preparing students to meet the current demands of society at global and local levels, it is important to prepare teachers who are ready to teach in multidisciplinary classrooms, know technology, have good command over the content they deliver, learn new methods and techniques, and keep themselves updated with new knowledge because the investment in teachers is the investment in students. Education systems therefore seek to provide professional development opportunities for in-service teachers to maintain a high standard of teaching and to retain a high-quality teacher workforce. (Sahoo, 2024). According to the UGC regulation act (2018), UGC sets minimum standards for the appointment of teachers in higher

education and also provides career advancement opportunities, i.e., promotions based on appraisal, experience and so on. It motivates teachers to bring quality in teaching and learning. In contrast, school teachers' promotion is only based on the number of years from the appointment, i.e., assistant teachers to headmasters or assistant teachers in senior basic schools (UP Basic Education Service Rule, 1981), trained graduate teachers to lecturer or headmaster or vice principal, post-graduate teacher to principal and sometimes district education officer. (U.P. Secondary Education Services Selection Board Act, 1982).

There is no set criterion for the promotion and role transfer; it is only decided by the number of years of working as a teacher (UP Basic Education Service Rule, 1981). There is no career advancement scheme like the higher education system, which affects teachers' calibre and knowledge and other aspects of teachers' personalities as well as their personal and professional lives. Teachers are sabotaged in different ways in their professional lives, i.e., lack of awareness, not changing their mindset to teach in the classroom, not trying to understand their learners needs, avoiding technology use and integration in education, lack of building positive relationships with peers, school administrators, students and parents, not being ready to adopt the changing environment, lack of pedagogical knowledge and learning communication skills, which affects the teaching-learning process, students and teachers themselves. These behaviours interfere with individuals' long-term goals and cause various problems in both personal life and professional life (Sertel and Tanriogen, 2019).

1.1. SELF SABOTAGE:

Self-sabotage refers to the actions, behaviours, or thought patterns that hinder one's own progress, success, or well-being. (Brenner, 2019, as cited in Babau, 2022). It can take various forms, such as procrastination, self-doubt, fear of failure, or negative self-talk. Essentially, it's any behaviour that undermines one's goals, aspirations or potential. Identifying and addressing self-sabotaging tendencies is important for personal growth and achieving desired outcomes. Self-sabotage is one of the ways to put oneself away from one's goal (Akın, 2012), which gradually affects an individual's life in various ways, i.e., delaying work by not submitting on deadline, not doing work efficiently, not participating actively in the meetings and conferences due to fear of failure, anxiety, not waking up early, lack of mindful eating, not taking medicine on time, none of the activities for physical fitness, i.e., yoga,

walking, physical exercise, not preparing a lesson plan before going to a class. If these kinds of behaviours are consistent and continuous, they can affect individuals' lives to grow professionally and personally as well as affect individuals' social and family relationships (Peel and Caltabiano, 2021) because it hinders them from opening up with others, putting their own views in front of others, convincing others and accepting others suggestions in positive ways. This process affects each and every aspect of life, whether it can be personal or professional.

1.1.1DETERMINANTS OF SELF-SABOTAGE:

The following determinants mentioned below, are taken from the book "the SELF SABOTAGE behaviour workbook" written by (Seti, 2021).

● Procrastination: It is one of the ways of self-sabotaging behaviour by delaying work or any task. In the teaching profession, teachers procrastinate in delaying organisational tasks, correcting students' works, etc. (Laybourn et al., 2019)

● Lack of efforts / Avoidance: Avoiding opportunities or situations. In the context of the teaching profession, teachers sometimes avoid the opportunities for self-growth and self-improvement, i.e., not participating in in-service programs (workshops, seminars, conferences, etc.).

● Resisting change: Resistance to change takes people away to learn new things and adapt to new situations, environments and technology. It affects teachers emotionally and professionally, and it influences the school environment at the organisational level (Konakli and Akdeniz, 2022). It keeps people in their comfort zones, which stops their personal and professional growth.

● Poor Self-care: It includes various aspects of health, i.e., not maintaining personal hygiene, avoiding routine health check-ups, not taking medicines on time, poor eating habits, and lack of sleep, etc.

● Relationship difficulties: A relationship is a way two or more individuals connect or behave with each other. Positive relationships with peers help in self-growth and professional growth because they help teachers to advance themselves to learn new skills, strategies and ideas, which enhances their teachings by working together with their peers. (Toom, 2017). Teachers' positive relationship with students helps to know the students' weaknesses and strengths and increases work engagement. (Domenech et al., 2015).

● Not setting goals: Setting goals helps individuals to achieve whatever they want in their life. In a

teaching profession, setting goals helps teachers to complete their tasks or school activities on time, helping them manage their work.

● Lack of planning: In the world of education, teachers face various challenges and distractions. Lack of lesson planning affects the teaching-learning process because it can deviate teachers from learning objectives. An unplanned class affects teaching because it affects their ability to teach with confidence, which leads to stress, loss of focus and wasted time and energy of teachers. (Obasun, 2023).

1.2. PROFESSIONAL DEVELOPMENT:

The professional development of teachers is a lifelong learning process, which starts from the initial teacher education phase and continues till their retirement. Professional development refers to the process that helps teachers continue education and career training after entering the teaching profession in order to develop new skills, stay updated on current trends, and advance their careers. A study done by Parker and Horowitz (2022) finds that low pay, a lack of opportunities for professional development and feeling disrespected at work are the top reasons for quitting jobs. Teachers have always been at the core of education, and their professional development has always been the primary issue in the education system. It is important to note that in order to make a difference in students' achievement, teachers should constantly develop their field knowledge and teaching skills. For that reason, professional development is an important part of the teaching profession.

Guskey (1985) has found that teachers are more likely to love teaching, be more effective and more confident in their difficult situations through professional development. For teachers, professional development is an important aspect because it boosts confidence in the teachers and helps them to grow academically in terms of knowledge and pedagogical skills, which enhances the teaching-learning process. According to one of the studies done in Qatar by Abdullah (2023), professional development is an important aspect for teachers' retention and job satisfaction. This particular research shows that professional development is an important aspect because it not only increases the knowledge expansion of teachers but is also important for other psychological needs of the teachers, which helps them to maintain their careers as teachers. Macapagal and Ricafort, (2023) did their research on teachers and found that the teachers' aspirations for career advancement, along with their planned efforts, persistence, and professional development, were very important, whereas their aspirations for leadership were

moderately important. Taking this particular research as the foundation, it can be recommended that teachers teaching in India often have a graduate degree and the D.El.Ed. or B.Ed. degree and they obtain a degree in their chosen field, then the department of education of the various states provides them the opportunity to enhance their skills, especially through the provision of attending orientation and refresher courses. They can also empower teachers to become the school leaders through a series of leadership training and workshops. As recommended in the National Educational Policy (2020), Para (5.20), the National Council for Teacher Education (NCTE) established the National Professional Setting Body for making National Professional Standards for Teachers (NPST). This document suggests that for bringing quality teaching and developing the teachers of the 21st century, it is important to set the standards for teachers, which helps in developing the required competencies and expected role of the teachers at different stages of their career. NPST, (2023) suggests that the teacher's promotion and salary increases are not based on the years of tenure or seniority, but it should be based on the learning of new skills, attending refresher and in-service programs and other recognitions. Keeping it as a basis, it is recommended that states/UTs should provide opportunities for professional development of school teachers, as well as give credit to those teachers who are also engaged in such activities.

1.3. WELL-BEING

Wellbeing is not just the absence of disease or illness. It’s a complex combination of a person's physical, mental, emotional and social health factors. Well-being is strongly linked to happiness and life satisfaction. (World Health Organization n.d.). It is the state of being comfortable, healthy or happy. (Oxford English Dictionary n.d.). Wellbeing is a broader concept that includes many areas of life, physical, mental, emotional and social (Davis, 2024). It encompasses a range of factors, including fitness levels, nutrition (Shelley, 2024), mental stability, emotional resilience, and the ability to maintain balance in life (European Council n.d.). It is the ability to adapt and manage physical, mental and social challenges throughout life. Moreover, it is also the ability of a person to handle stress, acquire skills, and maintain positive relationships. Teachers are the nation builders; they deal with the students, parents and society. Teachers’ well-being is the key concern. It raised several questions, like what kind of challenges are faced by teachers? And if they are facing issues that affect their well-being, then how do they deal with such problems? A country like India has a smaller number of teachers as compared to the

worldwide, which increases the pressure on teachers as they have to deal not only with the students but also with other school activities. Apart from this students' engagement, students' behaviours are some factors that affect teachers' well-being. (Buric et al., 2024).

1.3.1. DIMENSIONS OF WELL-BEING:

● Physical Wellbeing: Physical Wellbeing is the body's functionality and ability to perform daily tasks without fatigue or undue stress. This involves maintaining a healthy weight, regular exercise, balanced nutrition, sufficient sleep, and avoiding harmful substances. Healthcare professionals guide individuals toward lifestyle choices that optimise their physical well-being.

● Mental well-being: Mental wellbeing is our internal positive view that we are coping well psychologically with the everyday stresses of life and can work productively and fruitfully. Recognizing and addressing mental health concerns are essential to promoting mental wellbeing.

● Emotional Wellbeing: It is the ability of a person to practise stress management, coping mechanisms, relaxation techniques and generate positive emotions.

● Social Wellbeing: The ability to communicate, develop meaningful relationships with others, and maintain a support network.

1.4. EMERGENCE OF THE PROBLEM:

The basic purpose of the education system is to develop human resources and give information about citizenship to its citizens. To realise this, each education system regulates its educational activities by determining educational philosophy and manpower policy. Education is one of the main social institutions that is at the forefront of the main problems of all societies. The main subject of this basic problem is undoubtedly teachers (Celikten et al., 2005). Like other countries, teachers are the backbone of the education system; in India, they play a crucial role in shaping the nation's future. India has a vast network of schools, and the responsibility of educating millions of students falls on the shoulders of its teachers. Teaching in India is not an easy job. The country has a diverse population, and teachers have to cater to the needs of students from different cultural and socio-economic backgrounds. According to a UNESCO report, (2021) India has a shortage of over one million teachers. The shortage is expected to grow. This shows that Indian teachers are overburdened with duties and responsibilities, which affects their well-being and their working efficiency. One of the studies done on teachers shows that in Asian

countries, 6.97 out of 10 reported work-related stress. (Choy, 2021). The National Council for Teacher Education (NCTE) report suggests that this shortage has resulted in overcrowded classrooms and a lack of individual attention for students. The Annual Status of Education Report (ASER, 2023) found that (25%) of teachers were absent from classrooms in India, which the report called a "crisis in Indian education." The report also recommended that India recruit and train more qualified teachers to reduce the high student-teacher ratio and implement programs for continuous professional development to improve the quality of teaching. By observing the above report, it can be seen that Indian school teachers face numerous challenges that affect their quality of teaching. In accordance with NEP (2020), teachers should be the main focus and teachers' professional development is an important aspect to develop 21st-century skills in teachers. NPST, (2023), set the standards to bring quality education to Indian schools. NPST suggested that teachers should participate in activities that enhance their skills and knowledge. University teachers are not only engaged in teaching; they also engage in other activities like attending research colloquia, paper publications, attending conferences, workshops, orientation courses, refresher courses and interaction with the other university teachers. It is observed that in school settings, all these things are missing and school teachers only engage in teaching. In one of the studies by Sahoo and Panda (2024), it is found that (50%) teachers of sampled school have participated in professional development-related activities like attending courses/workshops, educational conferences/seminars and qualification programs during the last (5) years. This study shows that school teachers take professional development as a burden, not as a right. It is observed that university teachers are more engaged in professional development because their promotion or monetary benefits entirely depend on all these aspects, whereas school teachers' promotion is not based on all these things; it is decided by the years of tenure or seniority basis. After certain years of working, they will be promoted automatically. It shows that professional development activities are not compulsory for school teachers, which affects teachers' professional lives. It is observed that teachers of higher educational institutions are more active in professional development and refresher courses or in-service development as compared to school teachers. School teachers do not get promotions based on all the aspects mentioned above. The researcher questioned herself that at both levels, teachers have to deal with the students so why does the difference exist between mandates of school teachers and university teachers? It is assumed that the lack of a career advancement scheme at

school level encourages self-sabotaging behaviours among the school teachers and they do not do anything actively for their professional development to meet the current demand of learners and society. By analysing that the self-sabotage behaviour exists in a career, research further questioned herself: if sabotage is seen in a career, does it affect other aspects of the life of an individual or not?

1.5. JUSTIFICATION OF THE STUDY:

Education plays an important role in one's life; without education, individuals' overall growth and development is not possible. (Shuaibi, A., 2014). Education is the process of learning or acquiring knowledge, skills, values, morals, and beliefs for full human potential. The NEP (2020), lays emphasis on teacher education. How will this be achieved? Policy strongly emphasises the criticality of teacher education, hailing the legacy of Acharya Devo Bhava. Teacher education is vital in creating a pool of school teachers that will shape the next generation. NEP (2020) has been designed to put the teacher at the centre of the fundamental reforms in the education system in India. It is a well-established fact that education is a lifelong process, and the teacher is the most important factor in each citizen's learning journey. The National Professional Standards for Teachers (NPST) sets out to NEP (2020), aiming for equitable access to the highest-quality education for all learners. NPST ensures that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers. But how will this be achieved if teachers are facing problems in various spheres of life, either professional or personal? It is difficult for them to maintain physical well-being, emotional well-being, mental well-being and social well-being. If teachers are not able to manage all these aspects of health, it affects their quality of teaching. Self-sabotage refers to any active or passive behaviour of a person that hinders or blocks his/her success. Several research studies are conducted on this aspect of behaviour. One of the studies conducted on teachers aimed to determine the level of self-sabotage of teachers working in educational institutions with demographic variables (Comert, & Tekin, 2024). Self-sabotage is also studied with the organisational climate of school teachers and administrative staff; study reveal that organisational climates were an important predictor. (Sertel and Zeynep, 2019). It is observed by the researcher that self-sabotage is studied with different variables, i.e., relationship sabotage, social support and sabotage (Peel, 2020, Maden et. al., 2023, Of-gden and Sophia, 2023). These are various studies where self-sabotage is studied with health (Sriram et. al., 2018, Makkar and

Saha, 2023) and career separately. (Vennes., 2018, Ambrose et. al. 2002). Self-sabotage studies were conducted by using survey methods, whereas some of the studies are quantitative and some of the studies used mixed methods. (Thompson, 2017). Teaching and learning are interrelated; the quality of teaching enhances the quality of learning. For bringing quality in the teaching process, studying and analysing all three variables, i.e., self-sabotage, professional development and well-being, is very important. The researcher did not find any study where all three variables are studied together and any intervention is given to improve teachers' well-being and career advancement. Various studies used quantitative and mixed methods, but no intervention was given to reduce self-sabotage. Therefore, researcher choose to study the self-sabotage of school teachers to enhance professional development and well-being.

1.6. RESEARCH QUESTIONS:

- What is the status of self sabotage in school teachers?
- What is the impact of self sabotage on professional development of the school teachers?
- What is the impact of self sabotage on wellbeing of school teachers?
- What will be the effect of intervention programme in reducing self sabotage of school teachers?
- What will be the effect of intervention programme in improving professional development of school teachers?
- What will be the effect of intervention programme in improving well-being of school teachers?

1.7. STATEMENT OF THE PROBLEM:

Exploring Self-Sabotage among School Teachers: An Interventional Approach to Enhance Professional Development and Well-Being.

1.8. DEFINITIONS OF THE TERMS USED IN THE STUDY:

1.8.1 SELF SABOTAGE

"Creating an obstacle that reduces one's performance in order to protect one's self-esteem level and eliminate threats to the self, or actively seeking such an obstacle and thus providing a convincing explanation to justify one's potential failure." (Arkin and Baumgardner, 1985).

Operational Definition

In the present study, self-sabotage refers to the actions, behaviours, and thought patterns of individuals which hinder their ability, capability and prevent them from achieving goals. Avoidance, Lack of

Planning, Not setting Goals, Poor Self-care, Procrastination, Relationship Difficulties and Resisting Change are some of the forms (dimensions) of self sabotage.

1.8.2. PROFESSIONAL DEVELOPMENT:

"Professional development is a process that aims to improve and increase the capabilities of staff through access to education and training opportunities in the workplace, through an outside organisation or through watching others perform their job." (Powell et al, 2010).

Operational Definition

In the present study, Professional development is a process of learning, reflection, and action that helps teachers improve their skills, knowledge, and expertise in teaching profession.

1.8.3. WELL- BEING:

"Well-being has been defined as the combination of feeling good and functioning well; the experience of positive emotions such as happiness and contentment as well as the development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships". (Ruggeri et. al., 2020).

Operational Definition

In the present study, Well-being refers to the ability of a person to take charge of one's own health by making conscious decisions to be healthy in many areas, such as physical, mental, emotional and social.

1.9.0. VARIABLES OF THE STUDY:

The present study will be conducted in two phases.

Self Sabotage will be considered as an independent variable in phase one since its impact on the two DVs (professional development and well-being) will be examined; however, in phase two, it has been considered as a DV since one of the goals of the intervention is to lessen teachers' self-sabotage. Therefore, it will be affected by its intervention programme.

Phase 1

1.9.1. Independent Variable: Self Sabotage

1.9.2. Dependent Variables: Professional Development and Wellbeing

Phase 2

1. 9.3. Independent Variable: Self Sabotage Reduction intervention programme

1.9.4. Dependent Variables: Self Sabotage, Professional Development and Wellbeing

1.9.5. Extraneous Variables: school Environment, Age, Gender

1.10. OBJECTIVES OF THE STUDY:

1. To study the self-sabotage of the school teachers.

2. To study the professional development of the school teachers.

3. To study the well-being of the school teachers.

4. To study the impact of self sabotage on professional development of school teachers.

5. To study the impact of self sabotage on well-being of school teachers.

6. To develop the intervention programme to reduce self sabotage of school teachers.

7. To study the effect of intervention programme on self sabotage of school teachers.

8. To study the effect of intervention programme on professional development of school teachers.

9. To study the effect of intervention programme on wellbeing of school teachers.

1.11. HYPOTHESES OF THE STUDY:

Depending on the availability of research evidences, alternative hypotheses have been framed for the study:

Ha1: There will be a significant impact of self sabotage on professional development of the school teachers.

Ha2: There will be a significant impact of self sabotage on wellbeing of the school teachers.

Ha3: There will be a significant decrease in scores of self-sabotage of the school teachers after receiving an intervention programme.

Ha4: There will be a significant improvement in scores of professional development of the school teachers after receiving an intervention programme.

Ha5: There will be a significant improvement in scores of wellbeing of the school teachers after receiving an intervention programme.

For the present study Ha3, Ha4 and Ha5 will be framed as alternative directional hypotheses to check the intervention effect for reducing self sabotage and improving professional development and wellbeing. The researcher will use directional hypotheses because there are various studies where directional hypotheses were used to check the intervention effect, i.e., Guo et. al., (2023), Przybylko et.

al., (2021), Unick et al. (2022), Shruthi et. al., (2024).

1.12. DELIMITATIONS OF THE STUDY

- The study will be delimited to Agra city.
- The study will be delimited to CBSE and UP Board schools only.
- The study will be delimited to preparatory and middle stage teachers only.
- The study will be delimited to private schools only.

1.13. RESEARCH METHODOLOGY OF THE STUDY

1.13.1. Method of the study:

The study will be conducted in two phases. In phase one, "Descriptive Survey Method", will be employed to identify the prevalence of self sabotage and to achieve the first five objectives. "Descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships." (Aggarwal, Y. P., 2008). In the second phase study, "Quasi Experimental Method", will be used. In this phase, researcher will provide intervention to the teachers having above average and high self sabotage. These teachers will be selected on the basis of data collected in the first phase of the study. "Quasi-experimental research is similar to experimental research in that there is manipulation of an independent variable. It differs from experimental research because either there is no control group, no random selection, no random assignment, and/or no active manipulation." (Abraham & MacDonald, 2011).

1.13.2. Research design of the study:

In the second phase of the study, "Pretest-Post-test Control Group Design", will be used. Participants will be given a pretest before receiving an intervention or treatment followed by a post-test administered.

Table 1: Showing the research design of the present study

Phase 1	Descriptive Survey method will be used to collect the data. **Pre test** **(**Data will be taken from of the following variables: Self Sabotage, Professional Development and well-being)
Phase 2	Quasi Experimental Method (pretest-post-test control group design) (Subjects having above average and high self sabotage will be selected and will be

	divided into two groups)	
	Experimental Group	**Control Group**
	Intervention Treatment will be given to the selected participants and the duration of the intervention is eight weeks.	**Intervention** No treatment will be given.
	Post test Post-test will be administered.	**Post test** Post-test will be administered

1.13.3. Intervention programme:

In the present study, the intervention will be given in three phases.: pre-test phase, intervention phase, and post-test phase. For the present study, the "Self-Sabotage Reduction Intervention Programme" will be used to reduce self-sabotage and to enhance professional development and well-being, using a series of lectures along with practice sessions. Treatment will be given to the selected participants and the intervention will be of eight weeks. For developing the intervention program for the present study, the researcher has taken the idea from "psycho-social intervention programs." Psychosocial interventions are interpersonal or informational activities, techniques, or strategies that target behavioural, cognitive, emotional, interpersonal, social, or environmental factors to improve health functioning and well-being. (National Library of Medicine, 2015.). To develop an intervention program for the present research, the researcher reviewed various intervention program studies related to yoga, meditation, physical exercises, or physical activity mindfulness-based programs and professional development. A study done by Limeri et al., (2020), shows that dealing with motivational barriers is important for encouraging teachers to attend professional development. There are various intervention programs to increase physical exercises or physical activity involving practices like jumping, running, breathing exercises, etc. The duration of these programs is 6 to 8 weeks 45 minutes twice a week. Followed by 8 to 12 weeks of follow-up. (Volk et al., 2021, Tercedor et, al.,2017) Carroll et al., (2022), developed an 8-week intervention programme to encourage emotion awareness and regulation using mindfulness, reflective practice, and social interaction with colleagues. The duration of the program is 45 minutes which includes shorter sessions (45 min–1 h). In the Session structure, they have given 5 to 10 minutes for personal reflection, study-specific reflection questions, and optional group discussions. 10 to 15 minutes for theoretical components, guidance for applying techniques, and brief group discussion. 15 to 20 minutes for practice components, demonstration of techniques and practice. Home practice was

suggested to the Participants. Interventions based on yoga and physical exercise reveal that the 8-week yoga exercise intervention program significantly helped teachers attain a greater awareness of their emotions and body sensations and improved professional burnout symptoms. (Latino et al.,2021). A study done by Alborzkouh et.al. (2015), shows that stress management skills significantly contribute to promoting well-being. Bentley et. al. (2023), analysed 74 intervention programs and found that breathing practices significantly reduced stress and anxiety in 54 interventions. A study done by Fan and Baharum (2024), shows that hearing natural sounds is an effective way to relieve stress in everyday life. Keeping in mind all these interventions, the researcher will use some examples of the activities in her intervention i.e., managing eating habits, sleeping habits, yoga and meditation, personal hygiene, awareness for regular health checkups, stress management techniques, relationship management, division of work, delegating responsibilities, technology use for academic purpose, awareness program for attending workshops and conferences. In the present intervention program, various sessions will be conducted by experts in different fields to give knowledge and practice of each area to motivate and encourage the teachers to adopt a healthy lifestyle. During the intervention phase, various activities will be conducted by experts to motivate and encourage teachers. The duration of the intervention program will be 8 weeks.

There are some examples of the activities which will be used by researcher in her intervention:

- An Awareness programme for physical fitness along with practice of physical exercises.
- A lecture on Personal hygiene and routine health checkups.
- An Awareness programme for mindful eating.
- A lecture on emotional well-being along with some stress management techniques, coping strategies.
- An awareness programme for mental health along with practice of yoga and meditation.
- Activities for managing interpersonal relationships at workplace.
- A lecture on Time management, planning, delegation and division of responsibilities at work place, use of innovative teaching methods, technology integration for academic purpose etc.
- Awareness programme to attend the workshop and conferences, seminars for professional

development, writing research papers and books. etc.

Table 2: Activities Related to Intervention Programme

S.No.	Session	Objective	Content/ Activity
1.	**Self-Sabotage Awareness Workshop**	To increase awareness about behaviours that undermine success and well-being.	Educational session on understanding self-sabotage, its triggers, and its impact on personal and professional life.
2.	**Self-Reflection Exercises**	To encourage teachers to identify patterns of self-sabotage, limiting beliefs, and emotional triggers.	Guided journaling or self-reflection prompts.
3.	**Stress Management and Coping**	To reduce anxiety, increase emotional regulation, and build resilience to deal with stress and negative emotions.	Relaxation techniques: • Deep Breathing • Sound practice • Concentration exercise
4.	**Self Care, Physical Fitness/ Activity**	To help teachers to improve physical health.	• Personal Hygiene • Eating habits • Sleeping habits • Breathing exercise, • Physical posture,
5.	**Time Management and Prioritization Techniques**	To help teachers to manage their time effectively.	• Prioritizing tasks • "Bucket list" brainstorming • Time-blocking • Task management tools.
6.	**Goal Setting and Planning**	To enable teachers to create clear, achievable professional goals and break them down into smaller, actionable steps.	• SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound). • Breaking down large goals into smaller steps
7.	**Interpersonal Relationship Management**	To encourage teachers to build and enhance peer relationship.	• Guess the emotion activity • Active listening • Group discussion
8.	**Professional Development**	To encourage and motivate teachers to attend workshops, seminars and conferences.	• A lecture for the awareness to attend the: • Workshop and Conferences • Seminars • Writing research papers and books.

1.13.4. Sample of the study:

In the present study researcher will use simple random sampling method for the selection of schools. For the first phase of the study, 10 schools will be selected by the researcher for collecting the data. For the phase one (Survey) approximate 300 teachers will be taken. For the second phase (intervention program) of study, the teachers found with above average and high self sabotage will be selected as

sample units.

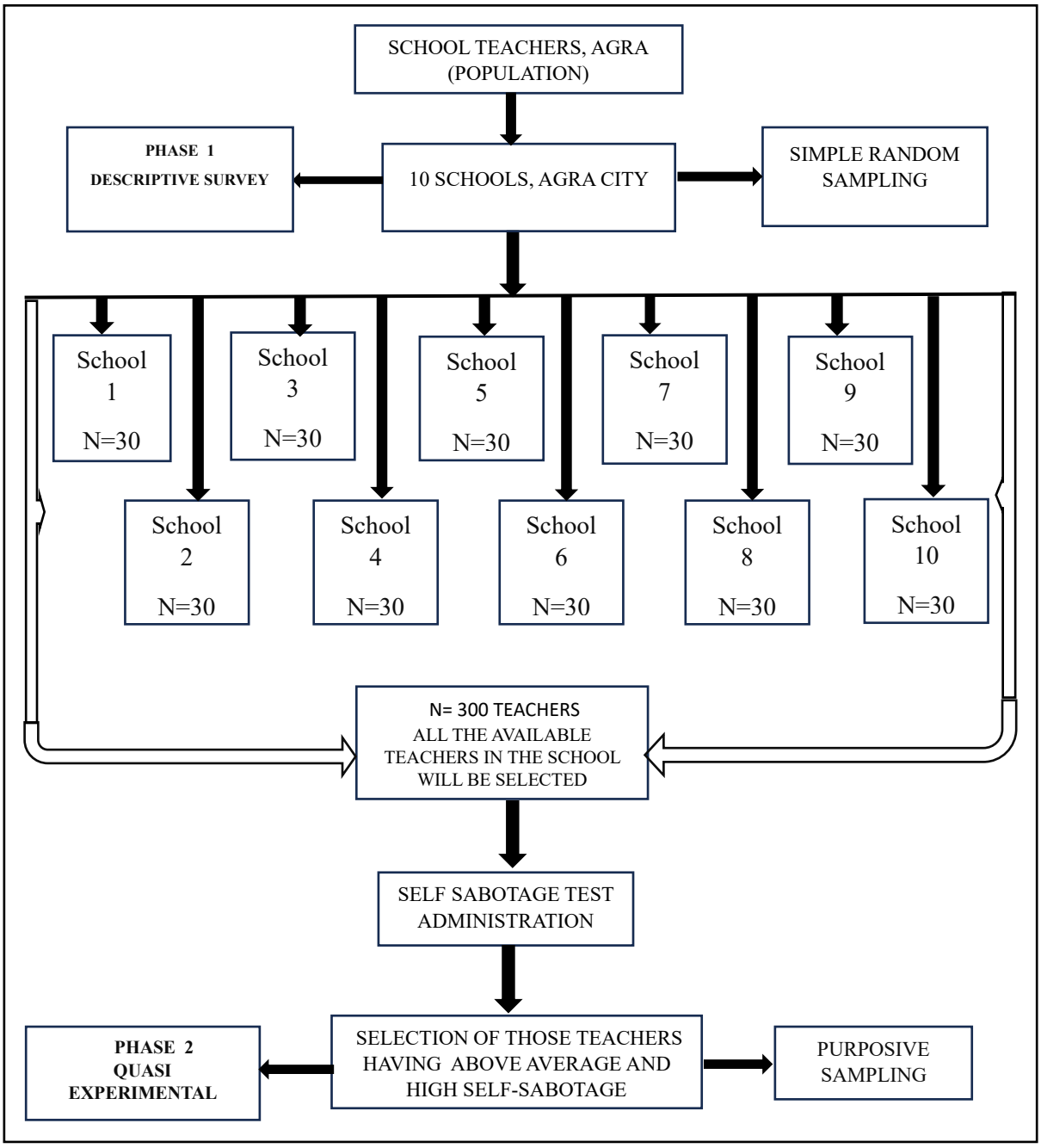

Figure 1.1. Showing sample of the study

1.13.5. Tools of the study:

The following tools will be used for the collection of data.

- **Self-Sabotage:**

Researcher surveyed various tools related to self-sabotage such as:

Table 3: Tools explored by researcher

S. No.	Title of the tool	Author	Year	Selected/ Rejected	Justification
1.	The Relationship Sabotage scale	Peel	2021	Rejected	It only covers one dimension.
2.	Self handicapping scale	Jones & Rhodewalt,	1982	Rejected	This tool is very old and also not covered all the dimensions
3.	Self handicapping scale	Akin	2012	Rejected	Tool is not covering all the dimension and the age group.

However, these available tools do not cover all the dimensions and the age group, therefore researcher will use self constructed tool in the present study. The dimensions of the tool probably would be 1. Avoidance, 2. Lack of Planning, 3. Not setting Goals, 4. Poor Self-care, 5. Procrastination, 6. Relationship Difficulties 7. Resisting Change

- **Well-being:**

Researcher surveyed various tools related to Well-being such as:

Table 4: Tools explored by researcher

S. No.	Title of the tool	Author	Year	Selected/ Rejected	Justification
1.	Psychological Well Being Scale	Ryff, & Keyes	1995	Rejected	The tool covers only psychological wellbeing
2.	Warwick- Edinburgh Mental Wellbeing scale	Tennant et al.	2007	Rejected	It covers only mental wellbeing.
3.	Teachers Well Being Scale	Rebolo	2020	Rejected	Tool is not covering all the dimension.
4.	Measuring Subjective Wellbeing of teachers	Fitch et al.	2017	Rejected	The tool is measuring subjective wellbeing

These available tools do not cover all the dimensions and the age group; therefore, researcher will use self constructed tool in the present study. For the measurement of well-being among the school teachers, researcher, will construct a tool with these 4 dimensions 1. Physical wellbeing 2. Emotional wellbeing 3. Mental wellbeing 4. Social wellbeing

- **Professional Development:**

Researcher surveyed various tools related to professional development such as:

Table 5: Tools explored by researcher

S. No.	Title of the tool	Author	Year	Selected/ Rejected	Justification
1.	Professional Development of Teachers Scale	Shakuna et al.,	2013	Rejected	Tool is not appropriate in Indian context.
2.	The Teacher Professional Development Student Assessment Scale; A Tool for Principals	Bozkus	2019	Rejected	The scale is nor self-reported and the information filled by principles.
3.	Measuring the Quality of Teachers Professional Development	Richter and Richter	2024	Rejected	Tool is not covering all the dimension.
4.	Teachers Engagement Scale for Professional Development	Kelly	2022	Rejected	Tool is not covering all the dimension.

These available tools do not cover all the dimensions and the age group, and purpose, therefore researcher will use self constructed tool in the present study. For the measurement of professional development of the school teachers, researcher, will construct a tool with these 3 dimensions (a). Learning Needs, (b). Reflective Practice, (c). Engagement and participation in learning Community.

- **Validation of self-constructed tools:**

For the validation of self-constructed tools of all three variables (self-sabotage, professional development and well-being), reliability and validity will be calculated. For calculating reliability pilot testing will be done by using test-retest reliability. For calculating validity, content validity will be calculated by the researcher, using content validity ratio (CVR) based on experts' ratings on different items. CVR is a numeric value that indicates how well a measurement instrument measures what it's supposed to. It's calculated using a formula that takes into account the number of experts who rated an item as "essential".

- Formula of $CVR=(Ne-N/2)\ /(N/2)$
- Where, Ne is the number of experts who rated an item as “essential”.
- N is the total number of experts.

1.14. STATISTICAL TECHNIQUES:

Following statistical techniques will be used in the study:

***Descriptive statistics*:**

- Mean: Mean will be used as a measure of central tendency.

- Standard deviation: S.D will be used as a measure of variability.

Inferential Statistics:

- Test of significance: t test will be used by the researcher in the present study for achieving the objectives. It will be used to study the impact of self-sabotage on professional development and wellbeing to achieve objectives 4 and 5.
- Independent t test will be applied to compare the means of two groups (e.g., experimental vs. control) and before and after the intervention. Pre-test- pre-test will be compare to match the groups and post intervention scores will be compare to study the intervention effect.
- ANCOVA will be used to control extraneous variables.

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